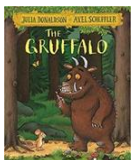




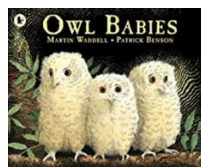
The importance of a language rich environment

We understand the development of children's spoken language underpins all seven areas of learning and development and is the key to children's later life chances, with the core of children language acquisition happening between one and four years. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. We realise that the number and quality of the conversations the children have with adults and peers throughout the day aids their development, so we ensure the nursery is a language-rich environment. We comment on what children are interested in or doing, and echo back what they say adding new vocabulary, building, and growing children's language skills effectively. We frequently read to children, engage them actively in stories, non-fiction, rhymes, and poems. We provide opportunities to use and embed new words in a range of contexts, giving children the opportunity to thrive. Through conversation, storytelling and role play, children share their ideas with support and modelling, and sensitive questioning that invites them to elaborate, our children become comfortable using a rich range of vocabulary and language structures.

Books are important to us at Little Monkeys, and we have a wealth of books available for circle times, one to ones and for children to look at as they please. In addition to this we have chosen twelve 'core books' which we want our children to know well by the time they leave nursery. These books are the type of books that can be re-visited again and again on different levels to support language development. The idea is that children will develop language and increase vocabulary in addition to gaining a love of books and will become very familiar with these known texts so that they can remember and re-tell them. We have chosen fun, repetitive books, which are easy for the children to join in with, so that the experience of reading becomes interactive, and the children begin to learn the story as they are read to. In each book there is lots to discuss so that the children understand the vocabulary as well as what is happening. All of our core books have pictures, which support the text but also compliment and add to it. We discuss the pictures and what is happening in them as much as the text. We find even our youngest children learn the books word for word after a while, which can give them great confidence as early readers in terms of fluency when reading.



Gruffalo
– Julia Donaldson



Owl Babies
– Martin Waddell



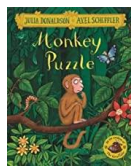
We're going on a bear hunt.
– Michael Rosen



Handa's Surprise
– Eileen Browne



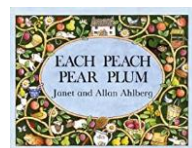
Stick Man
– Julia Donaldson



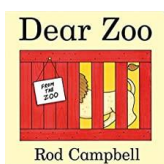
Monkey Puzzle
– Julia Donaldson



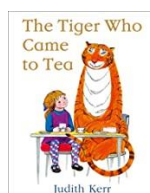
Whatever Next!
– Jill Murphy



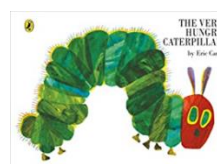
Each Peach Pear Plum
– Janet and Allan Ahlberg



Dear Zoo
– Rod Campbell



The Tiger who came to Tea
– Judith Kerr



The very hungry Caterpillar
– Eric Carle



Alans big scary teeth
– Jarvis

We also have 'core rhymes' which support language development. Children chant or sing the rhymes at group and carpet times. By the time the children leave nursery they are familiar with each core rhyme. Our core rhymes are:

- I had a little turtle.
- Twinkle little star
- Incy wincy spider
- Baa black sheep
- 12345 once I caught a fish alive.
- 5 little ducks
- Miss Polly
- There was a little mouse.
- There was a terrible crocodile.
- Up the tall white candlestick
- The foolish man
- Wind the bobbin up.

Signing

We do some signing within the nursery environment and have a sign of the week which we share with parents and staff to help support the children. Signing builds on a child's natural ability to gesture, improves children's attention and listening skills, and is a proven bridge to developing spoken language. We use familiar signs with all the children across the nursery and love to learn new signs with the children.

Phonics

Early years phonics is based around developing children's vocabulary through role play, discussions, building sentences and using productive questioning. It places huge emphasis on developing children's love of reading, story time and singing. We play many early phonics games encouraging the children's listening skills, we learn alliteration and rhyming if and when the children are ready and encourage the children to recognise their name. We learn the Jolly Phonics sounds and letter sounds.

Can we kindly ask parents teach the children the pure sounds of letters and not the letter names? More information on pure sounds can be found on the Oxford Owl home website in the phonics guide at [Grammar and literacy glossary: J to Q - Oxford Owl for Home](#)

English as an additional language.

The nursery is committed to ensuring all families feel welcome and included in the setting and we have adopted certain practices to help support families with EAL. We also support children within the setting by using lots of visual aids, signing, props and puppets, labels and signs in home languages, multi-language books and tapes and finding out key words to help with communication to name but a few.

Book Library

To encourage reading and a love of stories, we have developed lending libraries for the children, enabling them to take books home to share with you. We include all sorts of fiction and nonfiction stories. All nursery children should have a nursery book bag and we kindly ask these are bought weekly to the nursery so your child can choose a new book. We aim to change children's books weekly.

Wellcomm

Wellcomm is a speech and language tool kit allowing us to screen every child to pinpoint how we can support individual children's communication and language development in a bespoke way. Wellcomm gives us early identification of language needs and appropriate intervention if needed. It will also form part of any referrals we need for additional speech and language support. The assessment takes minutes and is done in nursery time by the child's key person, findings and interventions will be shared with parents.

Language Leads

We have three nursery language leads, all with additional training in communication and language to support the children, staff and parents with the communication and language of the children. Our Language leads are Kelly Harley, Theresa Portman and Meghan Francis.